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ABSTRACT

During the first half of the 1990-91 school year, 446 children were served by the Chapter 1 Prekindergarten Program of the Saginaw, Michigan school district. A process evaluation was conducted to monitor the program and assess whether it was being implemented as planned. This year, the process evaluation consisted of half-day classroom observations of the classes of each of 5 new kindergarten teachers in 13 buildings. An activity checklist and observation instrument focused primarily on the implementation of the cognitive, psychomotor, and parent participation and education activities of the program, and secondarily on object labeling and language enhancement techniques in the classroom. Observations revealed that: (1) except for grouping and regrouping, and activities related to properties of objects, activities to meet daily objectives were taking place in all classrooms; (2) a record of parent participation was maintained in all classrooms; (3) labels were posted on objects throughout the classrooms in an effort to assist in word recognition; (4) teachers used language enhancement techniques, but with wide variation in frequency; and (5) a wide variation of methods for scheduling free play was observed. The program is operating as planned, but some areas could be improved. Recommendations for addressing these areas are suggested. Appendices provide a list of participants, a sample activity observation checklist, and a table displaying frequency of teachers' use of language enhancement techniques. (BC)

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ED330449

EVALUATION REPORT

PREKINDERGARTEN PROGRAM
PROCESS EVALUATION REPORT

1990-91

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

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PREKINDERGARTEN PROGRAM
PROCESS EVALUATION REPORT

1990-91

An Approved Report of the
DIVISION OF ADMINISTRATION AND PERSONNEL
Department of Evaluation, Testing, and Research

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February, 1991

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INTRODUCTION

Saginaw's Prekindergarten program is currently in its twenty-first year of operation. The program is funded through Chapter 1 of the Education Consolidation and Improvement Act (ECIA). It is designed to provide four year olds with an environment that will enable them to develop skills needed for future success in school. Most of the children come from the inner city and lack the backgrounds which would provide them with the skills needed to be successful in kindergarten.

By January 28, 1991, 517 children had been screened using the standardized 27 item Prekindergarten Readiness Screening Device (PRSD) which was individually administered. Although 517 were screened during the first semester, 446 actually were served by the program.* Any student who received a raw score of 21 or below was selected to participate in the program initially and those scoring higher were granted entry on the basis of need (the next most needy score) at the conclusion of the general screening. This year, the program operated in 13 elementary buildings. The staff consists of a staff supervisor, 14 teachers, 14 teacher aides, one clerical aide, and a secretary.

The Prekindergarten program has a well established set of procedures that has guided its operation over its past twenty years of operation.

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*See Appendix A for a count of participants by building.

PROCESS EVALUATION PROCEDURES

The process evaluation was conducted to monitor the program and assess whether the program was being implemented as planned. The evaluation results also assist decision makers responsible for the program with information relative to its operation. By reviewing midyear data, it is possible to identify overall program strengths and weaknesses that might influence program outcomes.

This year the process evaluation consisted of a half-day classroom observation in each new teacher's classroom.* The classroom observations were made to determine if cognitive, psychomotor, and parent participation/education activities proposed by the program were being carried out. In addition, classroom practices and teacher behaviors to encourage language behavior of pupils were explored.

The classroom observations were scheduled for January 28-31, 1991. One of three evaluators conducted each observation using the Chapter 1 Prekindergarten Activity Checklist and Associated Language Observation Instrument (see Appendix B for copy). Evaluators were trained in the use of the checklist/observation instrument and inserviced over the various components of the prekindergarten program to help ensure consistency of the observations at the various sites.

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*A new teacher for the purposes of this evaluation was defined as a prekindergarten instructor who was new to the program during the 1989-90 or 1990-91 school year.

PRESENTATION AND ANALYSIS OF PROCESS FINDINGS

One entire classroom session for each of the five new prekindergarten teachers was observed from January 28-31, 1991. Three evaluators were involved in conducting the half-day observations using the Chapter 1 Prekindergarten Activity Observation Checklist and Associated Language Observation Instrument (see Appendix B for a copy). The primary focus of the observation was to determine if program activities related directly to cognitive, psychomotor, and parent participation/education product objectives were being provided. The other focus of the observations was the two language observational items related to labels on objects, and language production/enhancement techniques employed by the preschool teachers.

The evaluators spent an average of 169 minutes observing in each classroom. There were between 12 to 17 pupils in attendance per classroom observed with the median number of children being 15. Four of the five teachers (80.0%) had at least one parent helping out in the classroom and one room had two parents helping the classroom teacher and aide.

The tabulated results are presented below.

Cognitive, Psychomotor, and Parent Participation/Education Activities

The first two pages of the observation instrument dealt specifically with objectives 1-16. The results of the observation related to these cognitive, psychomotor, and parent participation/education objectives are presented in Table 1 below.

TABLE 1. NUMBER AND PERCENT OF CHAPTER 1 PREKINDERGARTEN ACTIVITIES OBSERVED DURING JANUARY, 1991 CLASSROOM OBSERVATIONS.

Objective	Activity	Number and Percent of Teachers (N=5) Conducting Each Activity	
		#	%
1	Properties of Object; i.e., shape, color, hardness (five senses)*	4	80.0
2	Social Knowledge (i.e., work roles)	5	100.0
3	Grouping and Regrouping (i.e., classification)*	3	60.0**
3A	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections) [Subskill of 3]	5	100.0
4	Transitive Relations (i.e., length, height, weight, shades, hardness)	4	80.0
5	Temporal Ordering of Events	4	80.0
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)	4	80.0
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)	5	100.0
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)	1	20.0
9	Expressive Language: Plot Extension (i.e., predictions, cause and effect, conclusions)	3	60.0
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)*	5	100.0
11	Linear Order (i.e., straight lines, counting)	3	60.0
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)	4	80.0
13	Gross Motor Coordination*	5	100.0
14-16	Record of Parental Participation Being Maintained	5	100.0

*These activities are to take place <u>daily</u> in all classrooms.

**Activities for this objective were those that required classification on one criterion and then using the same objects and shifting to a second criterion. The number and percentage would have been higher if classification on a single criterion would have been the standard.

As can be seen in Table 1 above, the following points can be made:

- Grouping and regrouping activities were observed in 3 of 5 of the classrooms (60.0%) rather than in all of them as called for in the program description.
- Properties of object activities were evident in 4 of 5 of the classrooms (80.0%) rather than all of them as called for in the program proposal.
- All classrooms (100%) carried out activities during the observations related to objectives 2, 3A, 7, 10, and 13. Two of the four objectives, 10 (eye-hand coordination) and 13 (gross motor coordination)] were specified in the program description on a daily basis as the observations verified.
- Of the remaining cognitive and psychomotor activities, objectives 4, 5, 6, and 12 had better than two thirds percentage of occurrence with 80.0% each.
- An up-to-date record of parental participation/education in the form of wall charts was observed in all five (100%) of the teachers' classrooms.

Language Development

The Chapter 1 Prekindergarten program also has a strong emphasis on increasing language production of preschoolers as well as displaying words throughout the classrooms to generate interest in and recognition of words and concepts. The last two items of the observation instrument dealt specifically with these issues. The items and the observational findings related to each are presented below. Following these findings a short discussion will highlight the main conclusions stemming from a review of each.

Findings Related to Language Items.

1. Are labels posted on objects throughout the classroom?

	Number	Percent
No	0	0.0
Yes	5	100.0

Labels Posted	Frequency
• Refrigerator	5
• Sink	5
• Blocks	5
• Chalkboard	5
• Door	4
• Teacher's desk	4
• Cupboard	4
• Bathroom	4
• Puzzles	4
• Table	4
• File cabinet	4
• Stove	4
• Mirror	4
• Record player (player)	3
• Sand box (sand)	3
• Light switch	3
• Beads (large)	3
• Rocking chair	3
• Chair	3

- The following labels appeared in only two classrooms each: closet, science things (table), pencil sharpener, piano, wall, workbench, hoops, balls, Legos, clock, bulletin board, and chest.
- The following labels appeared in a single classroom: window, doll, corner, art supplies, books, unifix cubes, shelf, homework, numbers (0-9), nursery rhymes, library, shapes, bed, housekeeping, buggy, doll, bed, wood, plastic, nuts, tops, Lincoln logs, steps, colors (red, yellow, blue, green, black, brown, purple, and orange), sled, skiing, toboggan, tree, snowflake, snowman, zoo, wooden pegs, tinker toys, plastic flat tops, bread, wraps, clothespins, block match, egg carton, beans, set the table, things that to together, ping pong balls, toys, stamp pads, buttons, tops, jewelry, things outside, milk-rings, things in the home, tiles, boy, girl, time-out chair, radiator, pots and pans, plants, animals, clowns, people, calendar, flag, speaker, alphabet, fish, bookcase, hutch, pattern blocks,

magnetic board, trash can, paper towels, place mats, garbage can, floor, snap cube builders, puppets, snap builders, flex blocks, bright blocks, counting cubes, and ring-a-ma-jigs.

-- Limits of range of objects labeled = 25 to 69 per classroom.
-- Average number of objects labeled per classroom = 36.8.
-- Median and modial number of labels = 25.
-- Modial number of labels = 25.

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period.

Tables 2 and 3 below present the data by average and lowest/highest number of times respectively for the first five 30-minute blocks of time during the observation period. The sixth block of time was excluded because of variations in length of this last time block. The actual number of times language production/enhancement techniques were employed by site can be found in Appendix D.

TABLE 2. AVERAGE NUMBER OF TIMES TEACHERS EMPLOYED EACH LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	30-Minute Period 1st	2nd	3rd	4th	5th	Total For Observation
• Questions						
- Open-Ended	21.2	24.6	23.6	15.8	13.6	98.8
- Closed-Ended	15.4	17.2	15.6	13.2	11.2	72.6
• Restatement of Student Produced Responses						
- Exact Statement	15.6	14.4	14.6	10.2	8.8	63.6
- With Extension	9.0	7.6	9.8	5.4	5.2	37.0
Total						
- Questions	36.6	41.8	39.2	29.0	24.8	171.4
- Restatements	24.6	22.0	24.4	15.6	14.0	100.6

TABLE 3. UNCORRECTED LOWEST AND HIGHEST NUMBER OF TIMES A TEACHER EMPLOYED EACH LANGUAGE PRODUCTION/ ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	30-Minute Period									
	1st		2nd		3rd		4th		5th	
	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest
• Questions										
- Open-Ended	3	47	1	51	1	48	0	36	0	39
- Closed-Ended	6	23	0	35	0	28	0	32	1	26
• Restatement of Student Produced Responses										
- Exact Statement	1	27	0	30	0	25	0	26	0	19
- With Extension	3	16	0	20	0	20	0	16	0	15

Conclusions Related to the Language Items

A study of the language development data presented above identifies a number of possible major findings. These findings include the following:

- All classrooms (100%) have labels posted on objects throughout the room (approximately 25 per classroom).
- There does not appear to be a common set of labeled objects in all new teachers' rooms beyond the four observed (i.e., refrigerator, sink, blocks, and chalkboard). If we included any labels in four rooms then the common set would include nine additional items (i.e., door, teacher's desk, cupboard, bathroom, puzzles, table, file cabinet, stove, and mirror).
- Teachers employed a variety of language production/ enhancement techniques to encourage children to talk more. Some interesting points relative to these techniques included:
  - Closed-ended questions are used approximately 42% of the time and open-ended questions are used approximately 58% of the time.

- Restatement with extension accounted for 36.8% and restatement of the exact statement accounted for the remaining 63.2% of all restatements of student produced responses by preschool teachers.

- There was a wide variation between teachers in the frequency with which they employed language production/enhancement techniques (i.e., low totals of 20/16 and high totals of 300/186 respectively).

General Observations

There appears to be wide variation in the operation of the daily classroom schedule related to how pupils move from center to center. At some sites there appeared to be a defined pupil rotation system from center to center which gave all preschoolers a chance to experience each center. The schedule of moving from center to center also provides an element of structure to the daily activities as well as allowing an opportunity for exposure to the experiences at all centers. While at other sites there seems to be no obvious system of rotation to ensure that children have the opportunity to experience each center.

SUMMARY

The Chapter 1 Prekindergarten program operated in thirteen buildings. This is the twenty-first year the School District of the City of Saginaw has operated the federally funded Chapter 1 program for "educationally disadvantaged" preschoolers. During the first half of the 1990-91 school year, 517 children were screened and 446 were served. Any student whose raw score was 21 or below on a standardized screening test was able to participate in the program.

The process evaluation activities consisted of an on-site half-day classroom observation at the five new prekindergarten teacher's rooms.* The observation instrument focused on cognitive, psychomotor, parent participation/education, language development, and scheduling activities in the classrooms.

The observations of the classroom revealed the following: 1) activities to meet the objectives which are supposed to occur daily were taking place in all classrooms except for grouping and regrouping (objective 3) and properties of object (objective 1); 2) a record of parent participation was being maintained in all five of the classroom sites; 3) labels were posted on objects throughout the classrooms to assist in word recognition; 4) teachers were employing language production/enhancement techniques but with wide variation in frequency by site; and 5) a wide variation in methods used to schedule center to center free play was observed.

Overall, the program is operating as planned, however, there are some areas that can be improved. Therefore, the following section presents recommendations which will help refine Saginaw's prekindergarten program.

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*A new teacher for the purposes of this evaluation was defined as a prekindergarten instructor who was new to the program during the 1989-90 or 1990-91 school year.

RECOMMENDATIONS

Based upon the results of the on-site classroom observations and a review of the Chapter 1 proposal, the following recommendations are suggested to improve the operation of the Prekindergarten program in the future.

- Activities to meet objective 3 (grouping and regrouping) were observed in 60.0% of the new classrooms. Opportunities to engage in properties of objects activities (objective 1) were observed in four of the five classrooms 80.0%). This represents a step backward from last year when these activities were observed in 84.6% and 100.0% of the classrooms respectively. The new staff and probably older staff members need to be reminded that all these experiences should be included in program activities on a daily basis.*

- Determine a common set of labels for teachers to use to name objects in their rooms so there will be more consistency between sites.*

- Develop with input from teachers a common set of objects to label in each room to insure consistency between sites.*

- Based on the large differences between these new teachers in using language production/enhancement techniques with children, an expectation of the frequency needs to be communicated to staff.*

- The frequency of closed- to open-ended questions (approximately 58/42) is good. A review and extension on how to better phrase open-ended questions to better foster expressive language seems warranted.*

- Because of the frequent turnover of staff, possible expansion of the program in the future, and the increasing sophistication of the preschool program, a training manual and/or video needs to be developed that spells out common daily preschool practices and procedures.*

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*The same or similar recommendations were made in the 1989-90 process evaluation report.

APPENDICES

APPENDIX A

PREKINDERGARTEN PARTICIPANTS BY BUILDING AS OF JANUARY 18, 1991.

Elementary Building	Number of Participants
E. Baillie	29
Coulter	15
Emerson	36
Nelle Haley	39
Heavenrich	31
Houghton	39
Jones	40
Longfellow	40
Jessie Loomis	39
Morley	32
Jessie Rouse	32
Salina	29
Webber Elementary	54
TOTAL	446

APPENDIX B

CHAPTER 1 PREKINDERGARTEN ACTIVITY
OBSERVATION CHECKLIST
1990-91

Teacher's Name _____ Observer's Name _____

Aide's Name _____ Date _____

School _____ Length of Observation _____

Number of Preschoolers _____ Number of Parents _____

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
1	Properties of Object; i.e., shape, color, hardness (five senses)**		
2	Social Knowledge (i.e., work roles)		
3	Grouping and Regrouping (i.e., classification)**		
3 (Sub-Skill)	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections)		
4	Transitive Relations (i.e., length height, weight, shades, hardness)		
5	Temporal Ordering of Events		
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)		

*Refer to ECIA Chapter 1 Examples of Prekindergarten Activities Sheet for a detailed explanation of the types of activities.
**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

✓ - Occurred

APPENDIX B

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)		
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)		
9	Expressive Language: Plot Extension (i.e., predictions cause and effect, conclusions)		
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)**		
11	Linear Order (i.e., straight lines, counting)		
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)		
13	Gross Motor Coordination**		
14-16	Record of Parental Participation Being Maintained		

*Refer to ECIA Chapter 1 Prekindergarten Examples of activities for a detailed explanation of the types of activities.

**These activities plus some aspect of work on <u>physical knowledge</u> should be part of the <u>daily</u> classroom activity.

APPENDIX B

ASSOCIATED LANGUAGE OBSERVATION INSTRUMENT
1990-91

1. Are labels posted on objects throughout the classroom?

____ No

____ Yes If yes, please list. _____

APPENDIX B

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period. Record the major learning activities during each period.

   A. First 30 minutes:

   Questions -

   Open-ended (thought provoking): _____

   _____

   _____

   _____

   _____

   Closed-ended (right answer): _____

   _____

   _____

   _____

   _____

   Restatements of student produced responses -

   Exact statement: _____

   _____

   _____

   _____

   _____

   With extension: _____

   _____

   _____

   _____

   _____

   Major learning activities: _____

   _____

   _____

   _____

   _____

   _____

APPENDIX B

B. Second 30 minutes:

Questions -

Open-ended (thought provoking): _____

Closed-ended (right answer): _____

Restatements of student produced responses -

Exact statement: _____

With extension: _____

Major learning activities: _____

C. Third 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX B

D. Fourth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX B

E. Fifth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

APPENDIX B

F. Sixth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

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_____

_____

APPENDIX B

(Key for Classroom Activity Observation Checklist)

ECIA CHAPTER 1 - PREKINDERGARTEN

Example of Prekindergarten Activities According to Product and Process Objectives

Type of Activity	Activity Examples	
Objective 1 - Physical Knowledge: Properties of and Appropriate Behavior for Exploring Properties of an Object (Shape, color, hardness--using the five senses. Changing shades, measuring weighing.)	-Making apple sauce, soups, cookies, etc. -Smelling and handling Fruits and vegetables -Sawing wood -Tinkertoys -Sand paper activities -Feeling activities -Snacks--(mixtures) -Snow experiments -Bubble blowing -Straw painting -Furry and other textured toys -Fast and slow inclined plane	-Paper mache -Growing plants from seeds -Cutting -Freezing -Heating -Rolling -Twisting -Frosting -Jello -Butter -Cakes -Paint mixing -Sinking and floating -Color macaroni -Play dough
Objective 2 - Social Knowledge: (World of work and roles of workers)	-Books -Field trips -Films -Visitors -Role-playing -Helpers in the room	-Community workers -School workers -Visiting patrolmen -Postman
Objective 3 - One Criterion Classification: Shifting to a Second Criterion Among an Array of Objects (grouping shifting from one criterion to another).	-Color--blocks -Shape -Size -Texture -Tone -Utility -Smell -Taste -Calendar	-Sorting -Attendance--number of girls -Attendance--number of boys -Putting toys away -Doll house -Doll dishes
Sub Skill for Objective 3 - Conservation of Number by One-to-One Comparison (gross comparison between collections; comparisons by one-to-one correspondence)	-Collections--rearrangement of -Lunch activities -Setting table -Matching -Calendar -Passing anything -Weather	-Getting coats -Right boot -Pouring activities

APPENDIX B

(ECIA CHAPTER 1 -- PREKINDERGARTEN Cont.)

Type of Activity	Activity Examples
Objective 4 - Seriation: Relations Among Transitive Relationships (seriation--comparing and arranging things according to a given dimension by transitive relations)	-Length -Height -Weight -Shades of color -Hardness -Softness -Cuisenaire rods -Block tower building -Texture activities
Objective 5 - Temporal Ordering: of Three or Four Events (Structuring Time)	-Show and tell -Story--book -Role-playing -Science experiments -Calendar -Preparation art, lunch, cleanup home bound -Growth stages -Finger plays -Farmer in the Dell -Audio-visual materials
Objective 6 - Expressive Language: Labeling	-Naming pictures in storybook -Naming items in catalogues -Naming objects in house -Naming items in classroom
Objective 7 - Expressive Language: MLU (Mean Length of Utterance)	-Retelling a story -Expounding child's sentence (i.e., apple--eat apple--I eat apple--I eat an apple
Objective 8 - Expressive Language: Semantics	-Flannel board stories -Language stories -Emphasizing specific -Grammatical structures: such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors
Objective 9 - Expressive Language: Plot Extension	-Completing unfinished sentence -Adding endings to stories -Drawing inferences

APPENDIX B

(ECIA CHAPTER 1 -- PREKINDERGARTEN Cont.)

Type of Activity	Activity Examples	
Objective 10 - Fine Motor Activities: Eye-Hand Coordination (use of classroom tools and materials--cutting, pasting, tearing)	-Ark work -Writing on the board -Finger painting -Folding -Stirring pudding -Pegboards -Pouring -Geoboards -Puzzles -Cuisenaire rods -Sorting beads and buttons -TRY -Building blocks	-Lacing -Weaving -Chalkboards -Flannel boards -Clay -Sand box -Water play -Spreading peanut butter -Coats--button and zippers -Clean up time -Finger plays -Using musical instruments
Objective 11 - Topological Relationships Concerning Linear Order (Structure of Space)	-Games--straight line -Role-playing -Manipulation of Object (rods, blocks, toys) -Poetry -Prose	-Counting days till _____ -Finger plays -Bear hunt -AAA -Ten Little Indians
Objective 12 - Copying of Specific Shapes	-Line drawings -Sand drawing -Paper cutting -Cookie cutting with clay -"Simon Says" -Tracing -Rubbing	-Pegboards -Geoboards -TRY -Writing chalkboard -Directed copying activity -Pantomine -Exercises
Objective 13 - Gross Motor Coordination: (large body movements, climbing, walking, rolling)	-Rhythms -Dancing -Jungle gym -Free play activities -Balance beam -Mats--tumbling -Play all equipment -Jumping jiminy -Jump roles--forming circles with activities -Jumping Jacks -Duck Duck Goose -Squirrel in tree	-Johnny works with one hammer -Bear hunt -Acting out Mother Goose rhyme -Rhythm Estamae -Dodge ball -Balls and skateboard -Play house -Roller skates -Snowman activities -Up the steps

APPENDIX C

TABLE C.1. NUMBER OF TIMES A TEACHER EMPLOYED LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUES BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION FOR EACH SITE.

Thirty-Minute Period Language Production/ Enhancement Techniques	SITE				
	1	2	3	4	5
A - First					
Open Ended	47	25	3	7	24
Closed Ended	23	14	6	19	15
Exact Statement	26	27	1	7	17
With Extension	16	3	5	11	10
B - Second					
Open Ended	51	25	1	3	43
Closed Ended	31	14	0	6	35
Exact Statement	30	8	0	4	30
With Extension	15	1	0	2	20
C - Third					
Open Ended	33	48	1	13	23
Closed Ended	25	16	0	9	28
Exact Statement	25	19	0	9	20
With Extension	20	0	0	17	12
D - Fourth					
Open Ended	36	17	0	1	25
Closed Ended	22	32	0	0	12
Exact Statement	26	14	0	0	11
With Extension	10	0	0	1	16
E - Fifth					
Open Ended	20	2	7	0	39
Closed Ended	12	15	2	1	26
Exact Statement	12	7	6	0	19
With Extension	6	1	4	0	15
TOTAL					
Questions	300	208	20	59	270
Restatements	186	80	16	51	170